

THE ART AND SCIENCE OF THE QUESTION

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Brief Overview of the Course

At the core of mediation and negotiation are artful questions. Come to this class with a curious mind and discover and develop the means to investigate and manage the most complex relationships. Information retrieval and gathering is a matter of practical importance for successful negotiators and mediators. Students will develop a theoretical framework enabling them to become prepared explorers. The focus will be on the true science of question asking, including but not limited to use of power, various forms of language, mind management, reactivity, and the purposeful use of syntax. Students will examine brain sensitive questioning as a strategic tool to use to inspire, create and develop sustainable agreements. In this class we will explore the science of how questions work with the mind, what that it looks like, why it works, and why it matters. The focus will be the work of negotiation and mediation and how questions formed in a meaningful way can create investment in solutions. Students will learn how to apply this knowledge in settings where understanding, negotiation, commitment and resolution are the goal.

The goals of this course are to have you:

- Learn the importance of “setting the stage”, convening, and exploring as an essential component of communication in the mediation process.
- Understand the importance of formulation generative questions, and being prepared to work toward satisfactory answers.
- Explore the development of critical thinking, leadership, power and impasse.
- Develop an understanding of the science and construction of thought, and the power of purpose.
- Create strategies for effective inquiry.
- Learn about the role of relationship, the impact of social functioning on the brain and the importance of emotionality in dispute resolution.
- Build an intrinsic knowledge of the science of determination, decision making and creativity and its role in negotiation and mediation.
- Learn how the art, science and purpose of questions drive the process of negotiation and impact relationships.
- Strategize effective interventions, methodologies for the creation of sustainable agreements and the management of ethical dilemmas.

TEACHING METHODS

This class is designed to build an intrinsic knowledge of the importance of effective inquiry. Using this knowledge, we will touch on aspects of leadership, neuroscience and their role for mediators and negotiators. Through discussion, role plays, visuals, and exercises, we will explore our own reactions, our beliefs and our values. We will learn through theory, practice, discussion, role plays and selected readings.

REQUIRED TEXTS: To Be Announced

CLASS ATTENDANCE

This is an intensive course which includes 6 days of classes. Class participation and conversation is an important component of this course. There will be a number of in-class exercises, so attendance at every class is essential. Students may not miss more than a total of four hours of class - and may have to do make-up work if they miss an class quiz or exercise. Any hours in excess of four hours, must be approved by the instructor.

GRADING

25% homework assignments

30% in-class participation (including exercises, role-plays, class discussions)

45% final paper: 12 pages of content/writing, 12 point type, standard margins and any footnotes should be at the end of the paper not at the end of each page. Include bibliography. **Due date is September 30th via email by 5:00 p.m. to jdkresge@gmail.com** We will discuss topics the first weekend of class

GRADING SCALE

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

Written Guidelines for Class Assignment

	100-90	89-83	82- Below
Depth of Thought and Analysis 40%	Papers constructed in a coherent fashion. Analysis flows in succinct and meaningful statements.	Ideas are started clearly. Remarks show a degree of analysis. Some areas of the paper lack supporting and rational support.	Ideas are vague and under developed. Paper lacks the level of effort for original graduate work.
Personalization 40%	Personal history is appropriately integrated into the narrative.	There is some attempt on the writer' part to utilize personal examples within the content.	Little to no personal history appears in the paper.
Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. No spelling, grammar, or punctuation errors are made.	Unnecessary words and ambiguous statements are made. Meaning is unclear in parts of the paper. Some spelling and grammar errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelling words, incorrect grammar, and improper punctuation are frequent.

Written Guidelines for Final Paper

	100-90	89-83	82- Below
Depth of Thought and Analysis 30%	Paper is constructed in a logical and coherent fashion. Conclusions flow from a well-executed plan, in succinct and meaningful statements.	Topic is started clearly. Remarks show a degree of analysis. Some areas of the paper lack supporting and rational support.	Topic is vague and under developed. Paper lacks the level of effort for original graduate work.
Synthesis and Congruency 25%	Paper is well integrated and flows as a complete narrative. Paper flows from general ideas to specific conclusions.	Sections of the paper connect, however, not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.
Thoroughness 25%	The appropriate content is covered in depth without being redundant.	Essential material is not covered to the degree to explain the topic thoroughly.	Major sections are omitted, glossed over, or unnecessarily repeated.
Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. No spelling, grammar, or punctuation errors.	Unnecessary words and statements. Meaning is unclear in parts of the paper. Some spelling/grammar errors made.	Hard to know what the writer is trying to express. Writing is convoluted. Misspellings, incorrect grammar/ punctuation

GENERAL INFORMATION

Statement on Academic Integrity:

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on Class Decorum:

Please turn off (or set on vibrate) all cell phones or pagers. Please do not read outside reading material during class, nor use lap tops for non class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins. Attendance in mandatory - roll will be taken. Professional respect and courtesy for your fellow students is expected at all times.

Disabilities Accommodations: Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Add/Drop Policy: If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

Grade of Incomplete: A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

SMU Emergency Preparedness: As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and

grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.
Optional (or you may want to include the information in the last two paragraphs)

SCHEDULE OF CLASSES

FIRST WEEKEND (February 8-10, 2013)

Introduction of Professor
Introduction of Course, Outline, and Course Requirements
Introduction of Students and Class Expectations
The Role of the Question
Pro-active and Reactive Use of Conversation
How Bias and Creativity Drives Process
The Mind and Meaning
Class Exploration and Discussion

Homework assignment: How do you respond to questions? How does conflict effect the questions you ask or how you answer questions? How do you determine what's an appropriate question in the mediation setting? What is your preferred style of mediation? How are is your experience of conversation and the questions posed, and answers given, reflected in your preferred style of conflict resolution? (Due Sunday, February 17), 10% of grade, 4 double-space pages.

SECOND WEEKEND (February 22-24, 2013)

Review
How has what we've discussed changed the way you experience conversation, purpose of discussion and the level of inquiry you have? What have you incorporated from our first weekend of class – either at home or in your professional life?
Response to strategy
Working with Attorneys
Creativity
Role-play
Strategies
Role-plays and debriefing
Ethical Issues
Small group exercise
Complex circumstances
Questions